



St Robert Southwell Catholic Primary School

Aiming for Excellence - Being the Best We Can Be

St Robert Southwell Accessibility Plan 2024 - 2027

As a Catholic school our accessibility plan is underpinned by our core values and beliefs, we aim to be an inclusive school and respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff and wider stakeholders. We are committed to challenging all discrimination including against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will assess, evaluate and review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community



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1. Improving access to and participation within the curriculum

Targets	Action to meet the Target	Resources	Outcome	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date/ Completion Date
Effective communication and engagement of parents	Introductory meetings in the Summer term including EYFS induction to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with ISPs and EHCPs.	Up-to-date ISPs and EHCPs -Rooms for meetings -Diary dates	Increased engagement of parents	On-going	Assistant Head for Inclusion	July 2024 On-going
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Internal and external training from outside agencies - Autism support team, Speech and language, EP and OT etc., TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice (GAF) and SEND procedures. SENDCO to do 1:1 sessions with teachers	-Staff meeting -TA training - SENDCo/Teachers time -External agency training for staff	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader, accessible and aids effective learning.	Annually	Assistant Head for Inclusion	January 2024 On-going
To ensure that the medical needs of all pupils are met fully within the capability of the school	To communicate with parents and to liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	Annually	Assistant Head for Inclusion Caroline Mc Evoy	January 2024 On-going



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1. Improving access to and participation within the curriculum (continued)

Targets	Action to meet the Target	Resources	Outcome	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date/ Completion Date
Appropriate use of specialised equipment to benefit individual pupils and staff	IPad available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment e.g.,PECS, visual timetable, wobble cushions etc.	-Audit of equipment & needs - Staff training - Cost of resources	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	On-going	Assistant Head for Inclusion	January 2024 On-going



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2. Improving access to the physical environment

Targets	Action to meet the Target	Resources	Outcome	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date/ Completion Date
Evaluate day and residential trips in light of current cohorts	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays for SEND children if appropriate	Risk Assessments -Time for pre visit if required	All SEND are able to access all trips during their time at SRS	Before/After each trip	Teachers Caroline MC Evoy Assistant Head for Inclusion	Jan 2024 On-going
Ensure all children feel safe and have access to a range of opportunities at playtimes	Staff and peers encourage children to join in games Staff to identify children who may not be involved at playtimes and discuss at pupil progress	-Training for staff - / vulnerable children identified to key staff -Buddy system for new children	Children feel safe in school – evidence in survey results from children	On-going Formal annually	Deputy Headteacher All staff	Sept 2025 On-going

3. Improve the access and delivery of written information

Targets	Action to meet the Target	Resources	Outcome	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date/ Completion Date
Review documentation on website to check accessibility for arents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Assistant Headteacher for Inclusion time	All parents will be able to be aware of what is happening at school via??.	Annually	Caroline Mc Evoy	Ongoing



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General targets						
Targets	Action to meet the Target	Resources	Outcome	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date / Completion Date
Improve the involvement of disabled pupils, staff and parents within the school community	Ensure that equality of opportunity is available to all. Undertake a consultation to identify individuals with disabilities.	Audit of needs Admin time	Different disabilities are known to SLT and appropriate adjustments are planned for and put in place.	Annually	Inclusion Leader	Autumn 2024
Provide opportunities for disabled stakeholders to express their views regarding how the school provides equality of opportunity for disabled stakeholders	Contact to be made through Pupil Parliament and school newsletter to provide a forum for views.	Questionnaire An time to meet stakeholder groups	Feedback to be analysed and appropriate adjustments are planned for and put in place where possible.	Analysis reports to be produced two weeks after all views received.	Inclusion Leader	Autumn 2024
To ensure that all involved with the school promote positive attitudes towards disabilities	Ensure representation of disabled pupils, parents and other stakeholders in school life.	Training Assembly time Parent's Forum	Impact to be assessed through both formal and informal monitoring of school clubs, events and functions.	Annually	SLT	Summer 2025
To ensure the safety of disabled users of the premises	Sign by `Signing In` book. Letters to parents re: visits to the school for events to include a statement about support for disability.	Admin time	School aware of adjustments that need to be made.	Annually	Inclusion Leader & Governors Premises Lead	Autumn 2025



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ONGOING REVIEW

As a School Community we are continuing to improve accessibility for all with particular focus on the following 3 areas as well as those outlined in detail above:

- Physical Environment
- School Curriculum
- Written Information

Future targets:

Review clubs provision and pupils accessing clubs
Intimate care facilities and training